



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>National Parks and Monuments Podcasts</u>	
School Regional Area	<input type="checkbox"/> North Cook <input checked="" type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>North Palos</u>
District No.	<u>117</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Lisa Quigley</u>	* <u>Lquigley@npd117.net</u>
* <u>Katrina Bromann</u>	* <u>kbromann@npd117.net</u>
*	*
*	*
*	*
School Name	<u>Oak Ridge Elementary School</u>
School Street Address	<u>8791 W 103rd Street</u>
School City, State, Zip	<u>Palos Hills IL 60465</u>
School Phone Number	<u>708-598-5713</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

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Project Descriptive Title: National Parks and Monuments Podcasts

Project Abstract: Students in Mrs. Quigley's fourth grade class spent two weeks researching national parks and monuments. They took their accumulated information and wrote a script for a radio broadcast offering details on the specific location as well as advertising the site for prospective travelers. With the help of the Media Specialist, Miss Bromann, the students used Audacity to record their scripts and publish them as podcasts on the school website.

Grade Level: Fourth Grade

Subject Area: Social Studies; Science

Technology Resources: Desktop computers with Internet Access, Tablet PC with Audacity (audio editor and recorder)

Other Materials Used: Trade books from the Media Center, National Geographic Magazine, and reading text books.

IL Learning Standards:

- 4.B.2a** Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
- 5.A.2b** Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, websites, CD-ROMs).
- 5.B.2a** Determine the accuracy, currency and reliability of materials from various sources.
- 5.C.2b** Prepare and deliver oral presentations based on inquiry or research.
- 12.E.1a** Identify components and describe diverse features of the Earth's land, water and atmospheric systems.
- 16.B.1a (US)** Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).
- 17.B.2a** Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.
- 17.D.2b** Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.

NETS Learning Standards:

- 1.b.** Students create original works as a means of personal or group expression.
- 2.b.** Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 3.b.** Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 3.d.** Students process data and report results.

Process: After choosing a national park or monument, students used various sites online to research information for their podcast. Before starting their research, students learned about the various types of websites and how to decide which would be beneficial to use. In addition to

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online resources, they also used articles on national parks from National Geographic Magazine and their reading text book to help add to their information. Once students felt they had gathered enough information, they wrote out a script for their podcast that would include a catchy introduction, information about how and why their park/monument was made, interesting facts about the park/monument, and why one should visit it. They recorded their reports using Audacity. These recordings were then uploaded onto the teacher's web page, and an invitation was created in Microsoft Word to invite their parents to listen to the podcasts. Parents and students were encouraged to write a blog post about what they thought of the podcasts.

Integration: Through this multi-step, multimedia project students had to learn to integrate various types of information to produce the final product. They had to decide which information to use from the sources that were the most reliable, accurate, and informative. This prompted students to think more critically than if just given one source to use. Students also had to think about how to orally present the accumulated information instead of simply writing it down. They had to decide which facts and tidbits flowed better orally and which would not fit in as well, and they crafted their podcast accordingly. By giving the students a real outlet for their voice, this project endowed students with a sense of ownership and made the project student-led, not teacher-directed.

Reflection: This project was fun for both students and the teachers involved. Students were eager to gain information they could use for their podcast. They were given the freedom to choose information they thought was interesting about their national park/monument. By completing this project students had to change the way they were used to doing standard reports. We saw students who might not excel in some areas, such as writing, find a new way to communicate information they learned. Students gained a confidence that allowed them to help others who were having trouble. They learned to work together through practicing their speeches with each other. It changed the way the students learned by allowing each one of them to become a resource for another student. This project made learning fun, and fostered cooperation among the students.